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This study attempted to discover what difference was made in teaching practice by the introduction of a course in linguistics into the undergraduate English-education curriculum. Questionnaires were sent to 10 students who had graduated from Roosevelt University (Chicago) prior to January, 1966, with no linguistic training and to 14 graduating after that date who took a required course emphasizing the application of linguistics to teaching language. Questionnaires were also sent to 135 experienced English teachers selected at random from the membership listing of the Illinois Association of Teachers of English. The questionnaires asked the teachers to indicate their use of various approaches to specific grammar teaching problems. These approaches represented the typical viewpoints of traditional, structural, and transformational grammars. In another questionnaire, the Roosevelt University graduates were asked to evaluate their own competence as language teachers. Results of the first questionnaire showed that teachers with linguistic training could make informed choices among the various grammars in response to each problem; those with little training were limited to traditional grammar. The second questionnaire indicated that teachers who had taken linguistics felt more competent as language teachers than those who had not. (Author/LH)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL
ENGLISH TEACHERS (ISCPET)

A Comparison of the Teaching Practices of Teachers With and Without Formal Preparation in Linguistics

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I. SUMMARY

This Special Research Study was undertaken to determine what, if anything, is the effect upon teaching practice of the introduction into the English-Education curriculum of a course in historical and descriptive linguistics. The question to be answered was, does the teacher who has had a course in linguistics use the skill and knowledge he has acquired in that course when he approaches grammar problems in his own classroom? In addition, does that teacher feel a greater competence than his counterpart who has not studied linguistics? The hypothesis which the Study attempted to verify was that linguistics preparation would make a difference which would show up in both teaching practice and self-evaluation.

Questionnaires were sent to a random sample of members of the Illinois Association of Teachers of English, and to Roosevelt University graduates, in English, from 1964 through 1967, both groups consisting of some members who had, and some who had not, had linguistics courses while students. One questionnaire, sent to everyone, presented the teacher with specific grammar situations and proposed approaches to each, drawn from traditional, structural and transformational grammars. Another, sent only to the Roosevelt University graduates, asked the teacher to evaluate himself as a teacher dealing with grammar and language in general. A definite pattern of response was established, showing that those teachers who had had linguistics preparation were better able to make informed choices among the several methods available to treat each problem. In addition, those Roosevelt University graduates who had taken a course in linguistics showed a stronger feeling of competence in dealing with language in the classrooms than their counterparts who had not.

Linguistics has been accepted as part of the English curriculum in many institutions--is a separate department in many others--and its value as a discipline is accepted. The question of the practical usefulness to the prospective secondary school English teacher of the study of linguistics has not yet been determined. This Study shows that such a course, in introductory linguistics, has practical value to the prospective teacher.

II. INTRODUCTION

The Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET), headquartered at the University of Illinois, and under the general directorship of J. N. Hook, Director; Paul H. Jacobs, Associate Director; and Raymond D. Crisp, Research Associate, is a co-operative research project enlisting the efforts of twenty Illinois colleges and universities. ISCPET's collective goal has been to effect improvement in the preparatory curriculum of prospective secondary school English teachers. Each of the co-operating institutions has studied in depth at least one aspect of that curriculum. Roosevelt University chose as its Special Research Study area the effect upon later teaching practice of including in the English Education student's curriculum a course in historical and descriptive linguistics.

The Special Research Study was begun in 1965, and over the past four years several people have been instrumental in bringing it to fruition: the author wishes to thank specifically former Institutional Representatives Dr. LaVonne Prasher Ruoff and Mr. William Leppert; also Mrs. Priscilla Durinton Davidson, who has given invaluable advice and assistance, and Mrs. Patricia Meyer, who taught the first Introduction to Linguistics course at Roosevelt University, and who designed the questionnaire used.

A. Purpose: The purpose of this Special Research Study has been to find out what happens when a course in structural and transformational grammars is introduced into the curriculum of the student preparing to teach English in the secondary school. After graduation, when he begins to teach, does the teacher with linguistics training take into his classroom the knowledge and skill he gained as a student? How much of what he learned does he use? Does this teacher feel more competent than his counterpart who has not formally studied the new grammars?

Behind the Study is the basic practical question: is it worthwhile to introduce into the English-Education curriculum, as a requirement, a course in linguistics?

Behind it also is another, less explicit question in the minds of many educators--what might best be called a question about the usefulness of a course which tends to be thought of as theoretical. Linguistics has become an accepted part of the curricula of many departments of English, but its value as a preparatory course for future teachers of composition and grammar has not yet been proven.

B. Hypothesis: The hypothesis which this Study attempts to test is: students who have been exposed to formal course work in linguistics will be able to use this acquired knowledge and skill as teaching tools in their own classrooms; as a result they will feel themselves more competent to deal with questions of language than will a similar group of teachers without the same preparatory experience.

III. METHOD

A. Background: In September, 1965, the course, "Introduction to Linguistics" was introduced into the English curriculum at Roosevelt University and made a required course for English-Education majors. This three-credit course was described as, "a course to introduce students to the science of linguistics and to show them how linguistics may be applied to the study of language, especially English." It included sections on phonology, phonemics, morphology, word creation and word-building techniques, syntax, and ended with approximately five weeks devoted to the application of linguistics to the teaching of composition, grammar and literature. The instructor for the course held Bachelor of Arts and Master of Arts degrees in English and Linguistics from the University of California and the University of Michigan, respectively. The course was intended to be taken near the end of the students' preparation, usually in the first semester of the senior year of study. Students who graduated from Roosevelt before January, 1966, had no such course available to them. Discounting private study on the part of the latter group, then, there were two groups of Roosevelt graduates, with essentially the same preparation--often from the same instructors--who differed widely in their exposure to formal course work in linguistics, and especially in the grammars of structural and transformational linguistics.

B. Instruments: The study's design originally included planned visits to classrooms of teachers who had

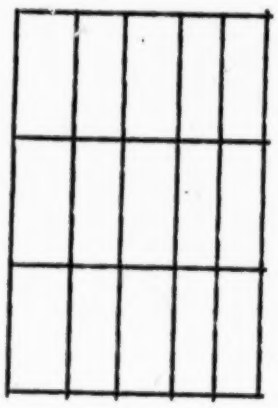
graduated in the years 1964 through 1967 in order to observe their methods of teaching certain fundamentals of English grammar, then to compare the performances of the two groups--those with linguistics training and those without--trying to establish what effect the study of linguistics has had on the teaching of the first group. Various objections to this method of study arose, some stimulated by our own second thoughts, and some by the Chicago Board of Education. It became necessary to abandon that method and to rely more heavily on a questionnaire directed to the graduates concerned. To augment the small group of graduates from those years who were presently teaching high school English (a total of 56 teachers, including those who were substitutes) another group of respondents was established by sending the same questionnaire to a random sample of the membership of the Illinois Association of Teachers of English (IATE).

This questionnaire consists of eleven Situations common to the teaching of English grammar in the high school, in connection with which the teacher is offered three to five alternate ways of approaching the Situation. He is to indicate his practice regarding each. The first Situation, for instance, is:

Situation 1: Instruction of the units that make up sentences. Do you

a. Use the traditional eight parts of speech?
b. Use the structural approach consisting of classes and function words?
c. Use the transformational approach consisting of phrase structure rules?

A B C D E



where the lettered columns represent:

A. I do this now because I like to or find it satisfactory.
B. I do this now because I have to (school rules, etc.).
C. I would like to do this but do not currently.
D. I know nothing about this.
E. I don't do this because I find it unsatisfactory.

The questionnaire enables each respondent to evaluate each approach to the Situation on the basis of whether it is satisfactory or not, or, if he cannot evaluate the usefulness of the approach, to indicate why he cannot. Each question under each Situation is to be considered without relation to the others, so that the different grammars are not competing. The survey was intended to elicit information, not expressions of relative value. No category labelled "No response" was offered in the questionnaire; such a category was established in tabulating the data received.

A look at Table 1 will show the reader that the questions under each Situation were arranged in particular order. This was not for any purpose implicit in the hypothesis, but simply to establish a pattern which would make the reading of the data easier. The first question refers to "traditional" grammar's approach to the Situation, the second to the structural approach, and the third to the transformational. Where there are more than three questions under a Situation it is because one of the three grammars offers more than one commonly recognized approach to that problem. In the case of Situation 4: Spelling (which became a special problem, as will be discussed below) none of the five approaches offered is closely related to a single grammar, but all five are familiar approaches.

To the questionnaire were appended several questions to be answered verbally. Their primary purpose was to find out if those who had been placed in the group without linguistics preparation had by chance received such training at another school since graduation, or had done some individual study. Also included were some questions about the use of linguistics-based texts in the respondents' schools.

To the Roosevelt University graduates we also sent, with the questionnaire, Forms D, E and F of the Illinois Self-Rating Scale for Beginning English Teachers, to be completed by the teacher, an administrator from his school, and his chairman, respectively. These Forms rate the teacher's qualifications on a scale of five units, from Superior to Subminimal. Of the thirty-five categories which make up the Teachers Rating Scale, we were interested in only eight, directly: those pertaining to the teacher's knowledge of language, knowledge of composition insofar as it related to language (mechanics and usage), and knowledge of effective ways to teach English. We hypothesized that

there would be some detectable relationship between the teacher's knowledge of linguistics and the quality of his teaching of language and writing, as judged by himself and his supervisors.

It was hoped that the IATE group of responses would show up any unique characteristics in the other group which could be attributed to a Roosevelt University education, or to teaching in a Chicago area school (as all of the graduates involved in this Study do).

C. Returns: The number of linguistics questionnaires sent to, and returned by, each group questioned was as follows:

Group	Sent	Returned	% Returned
IATE	135	44	32.6
RU Grads	56	24	42.9
Totals	191	68	35.6

The IATE questionnaires were sent in one mailing, in November, 1967. The Roosevelt University graduates were contacted in two sections: the first, consisting of the graduates of 1965 and 1966, in April, 1967; the second, consisting of the graduates of 1964 and 1967, in April, 1968. Because of this arrangement, the Roosevelt graduates who had studied linguistics were questioned after one year of teaching, while members of the other group had been graduated, and most of them had been teaching, for two years (1965 graduates) and four years (1964 graduates) when they were questioned. It was felt that by this arrangement any "seepage effect" of information gleaned from fellow students, or secondarily in other English courses, would be minimized.

The number of forms D, E and F of the Illinois Self-Rating Scale (sent to Roosevelt University graduates only with the questionnaires, as detailed above) sent and returned were as follows:

Form	Sent	Returned	% Returned
D (teacher)	56	16	28.6
E (administrator)	56	6	10.7
F (Chairman)	56	6	10.7

D. Raw Data: Tables 1, 2 and 3 show raw responses taken from the returned linguistics questionnaires, tabulated in three ways: Table 1--all responses taken together; Table 2--all responses, divided into two groups, those with formal linguistics training (L), and those without (N); Table 3 Roosevelt University graduates, divided into two groups, those with linguistics training (Lr), and those without (Nr).

E. Assessment: In view of the objective, and the relatively small number of returns received, it seemed best to assess these responses by categorizing them in three alternate ways. First, all the respondents were considered as a single group, to establish a normal pattern of response: the teaching practices followed by a random selection of Illinois English teachers. (Since questionnaires were sent to all Roosevelt graduates who had indicated they were presently teaching secondary school English, without first considering which of them had had linguistics training, it is legitimate to include them as part of this random sample.) Second, the responses of those who had indicated formal linguistics training were separated from the responses of those who indicated none, in order to assess the differences between them two groups. Third, Roosevelt University graduates were considered separately, divided into two groups--those who had taken "English 260: Introduction to Linguistics" and those who had not. Here again the purpose was to contrast the groups, looking for divergence in practice, either in general, or in connection with particular situations.

It was clear that, if any significant divergence of practice could be discerned between teachers who had linguistics training and those who had not, in either of the groupings, but especially in both, then the hypothesis would be supported. If no difference in practice would be found, then the hypothesis would remain unsupported, and it would have to be concluded that linguistics training had no real effect on teaching practice. If a divergence in practice could be found relative to some of the proposed situations, but not to others, the conclusion would have to be qualified accordingly.

F. Spelling: One Situation which was included in the original questionnaire, but which it was decided to omit was Situation 4: Spelling. None of the five methods offered for teaching spelling was closely related to any one

of the grammars in question--in fact, the entire question of spelling seems to be outside the realm of grammar.

IV. RESULTS AND DISCUSSION

A. All Responses: A look at Table 1 will show that the responses received fall into a reasonably consistent pattern, with the following characteristics:

1. In eight out of the ten Situations (1,5,6,7, 8,9,10,11) respondents indicated they found the traditional method satisfactory more often than any of the other methods. (It should be noted that in Situations 7,9 and 10 the first two methods represent traditional grammar.)

2. In answers about the traditional method there are few (in six cases, none) C and D responses, while answers about the other methods include a considerable number of C and D responses. Respondents were able to evaluate traditional methods of teaching as satisfactory or unsatisfactory, but could not judge the other methods on the same basis.

   a. In every Situation except 11, C and D responses relating to transformational methods outnumbered those relating to structural methods.

   b. There are more 0 (no response) answers to questions about structural and transformational methods, than to traditional.

3. The methods of structural grammar more often ranked second as a satisfactory approach to a Situation than did transformational methods. In 1,2,3,5,7 and 9, structural grammar ranks above transformational grammar as a satisfactory solution; in 6,8,10 and 11, transformational ranks higher.

TABLE 1

Evaluations of some different approaches to specific English language teaching situations, taken from questionnaires sent to a random sample of Illinois English teachers. Sixty-eight questionnaires were returned.

Column A means: I do this now because I find it satisfactory.
Column B means: I do this because I have to (school rules, etc.)
Column C means: I would like to do this but do not currently.
Column D means: I know nothing about this.
Column E means: I do not do this because I find it unsatisfactory

Column O (which did not appear on the original questionnaire) means: No response appeared on questionnaire.

Teaching Situation	Approach	Percentage of Total Response					
		A	B	C	D	E	O
1. Instruction of the units that make up sentences.	a. Use the traditional 8 parts of speech.	51.5	14.7	--	--	28.0	5.9
	b. Use the structural approach consisting of classes and function words.	44.1	--	20.6	11.8	4.4	19.1
	c. Use the transformational approach consisting of phrase structure rules.	14.7	--	23.5	35.3	10.3	16.2
2. Teaching students to recognize sentence units.	a. Use definitions based on meaning (i.e., a noun is a person, place or thing).	61.8	10.3	--	--	17.6	10.3
	b. Use position (i.e., a noun may occupy several positions including the following frame: The ___ is nice).	66.1	--	11.8	5.9	4.4	11.8
	c. Use formal characteristics (i.e., a noun is a unit which may be used with plurality suffixes).	38.2	--	20.6	13.2	13.2	14.7
	d. Use derivational trees (i.e., a noun is anything that can be derived from the N of NP in phrase structure rules).	11.8	--	22.1	35.3	13.2	17.6
3. Attention to word groupings.	a. Show word relationships by diagram.	42.6	5.9	4.4	--	35.3	8.8
	b. Show word relationship by immediate constituents.	56.0	1.5	13.2	14.7	5.9	8.8
	c. Show word relationships by instruction of phrase structure rules.	25.0	1.5	16.2	30.9	5.9	20.6
5. The teaching of sentence types.	a. Teach that sentences are categorized as declarative, interrogative, etc.	50.0	11.8	--	--	25.0	13.2
	b. Teach that sentences are categorized according to positions of their units.	39.7	--	20.6	7.4	14.7	17.6
	c. Teach that sentences are categorized according to the transformation rules they have passed through.	13.2	--	20.6	35.2	13.2	17.6
6. The teaching of sentence patterns.	a. Discuss simple, compound and complex.	57.3	10.3	--	--	30.6	11.8
	b. Describe sentences according to the units involved.	28.0	1.5	10.3	10.3	22.1	28.0
	c. Describe the simplest structure and show how other variations occur.	54.4	--	13.2	10.3	7.4	14.7
7. Defining a sentence.	a. Teach that a sentence is a complete thought.	67.6	5.9	--	--	19.1	7.4
	b. Teach that a sentence has a subject and predicate.	66.1	4.4	4.4	2.9	8.8	13.2
	c. Teach that sentences are linguistic units which do not have to be included in larger structure, by nature of their components.	32.4	--	16.2	17.6	11.8	22.1
	d. Teach that a sentence is the terminal string of phrase structure rules.	14.7	--	17.6	33.9	14.7	19.1

8. The discussion of modifiers.	a. Teach that modifiers are words which tell something about other words.	70.6	13.2	1.5	--	7.4	7.4
	b. Teach that modifiers are words which go together with other kinds of words.	19.1	1.5	5.9	5.9	39.7	28.0
	c. Teach that modification structures are units consisting of a head plus modifier.	45.6	--	13.2	17.6	8.8	14.7
9. Attention to the differences between such things as nouns, verbs, etc.	a. Talk about difference in meaning.	64.6	13.2	--	--	13.2	8.8
	b. Talk about difference in function.	75.0	8.8	5.9	--	2.9	7.4
	c. Talk about difference in position.	67.6	2.9	2.9	7.4	7.4	11.8
	d. Talk about difference in formal characteristics (inflection of adjectives, etc.)	36.8	--	22.1	10.3	11.8	19.1
10. The teaching of relative clauses.	a. Look at examples and learn from them.	50.0	10.3	2.9	--	16.2	20.6
	b. Define what units, in what order, make one up.	36.8	1.5	14.7	7.4	16.2	23.5
	c. Show that relative clauses consist of two simple structures, one embedded within the other	48.5	--	20.6	8.8	7.4	14.7
11. Teaching the passive.	a. Teach it by examples and memorization.	19.1	5.9	8.8	--	32.4	33.9
	b. Teach it in terms of meaning.	64.6	4.4	8.8	1.5	10.3	10.3
	c. Teach it by focussing attention on the unit differences responsible for the difference of meaning.	28.0	--	20.6	11.8	13.2	26.5
	d. Teach it as a simple rearrangement of the active voice.	50.0	10.3	--	1.5	23.5	14.7

4. In those Situations where structural grammar is ranked more satisfactory than transformational grammar, there is a corresponding rise in D responses (1,2,5,7,9) and 0 responses (3) relative to transformational methods offered. Where transformational methods are ranked above structural, there is a corresponding rise in the number of E and O responses in answers relating to the structural approach.

5. B responses, indicating the respondent is compelled to use one method because of school or department rules, appear almost exclusively in connection with the traditional approaches to these Situations.

Most of the teachers questioned found traditional grammar the preferable method for dealing with these problems; they find the other grammars satisfactory less often. What is more significant is that, while the traditional approach to a Situation tends to be evaluated almost entirely on the basis of its being satisfactory or not, the structural and transformational methods are rejected as being unfamiliar (D), or unusable (C) in some unspecified way. Similarly, where structural grammar ranks second as satisfactory, transformational grammar tends to be rejected as unfamiliar, while where transformational grammar ranks second, structural is rejected as unsatisfactory. This suggests the existence of three sub-groups of respondents, those familiar with traditional grammar only, those familiar with traditional and structural grammars, and those familiar with all three. Those familiar with all three can evaluate each approach to a Situation as satisfactory or not, while the other two groups are limited in their ability to make informed decisions.

B. Groups L and N: Table 2 shows the same responses to the linguistics questionnaire, but divided into two groups. Group L contains all respondents who indicated they had had formal training in linguistics (as distinguished from comparative grammar, or the history of the English language); Group N includes those who indicated no such training. The groups numbered 35 and 33 members, respectively.

TABLE 2

Evaluations of some different approaches to specific English language teaching situations--a comparison of the practices of Group L (respondents with preparation in linguistics) and Group N (respondents with no preparation in linguistics).

(See TABLE 1 for a full indication of each Teaching Situation and Approach.)

Teaching Situation	Approach	Percentage of Response Group L (35 members) A	B	C	D	E	O	Group N (33 members) A	B	C	D	E	O
1. Sentence makeup.	a. Traditional parts of speech.	48.6	11.4	--	--	14.3	5.7	54.5	18.1	--	--	21.2	6.1
	b. Classes and function words.	54.3	--	20.0	5.7	2.9	17.1	33.3	--	21.2	18.1	6.1	21.2
	c. Phrase structure rules.	22.9	--	20.0	25.7	14.3	17.1	6.1	--	27.2	45.4	6.1	15.1
2. Recognizing sentence units.	a. Definition by meaning.	60.0	5.7	--	--	20.0	14.3	63.6	15.1	--	--	15.1	6.1
	b. Definition by position.	77.1	--	8.6	--	2.9	11.4	54.5	--	15.1	12.1	6.1	12.1
	c. Definition by form.	54.3	--	12.1	2.9	11.4	14.3	21.2	--	24.2	24.2	15.1	15.1
	d. Definition by derivation.	17.1	--	12.1	22.9	25.7	17.1	6.1	--	27.2	48.4	--	18.1
3. Word groupings.	a. Diagrams.	42.9	2.9	2.9	--	40.0	11.4	42.4	9.1	6.1	--	30.3	12.1
	b. Immediate constituents.	68.6	--	11.4	11.4	8.6	--	42.4	3.0	15.1	18.1	3.0	18.1
	c. Phrase structure rules.	31.4	2.9	11.4	25.7	8.6	20.0	18.1	--	21.2	36.3	3.0	21.2
5. Sentence types.	a. Traditional categories.	45.7	11.4	--	--	22.9	20.0	54.5	12.1	--	--	27.2	6.1
	b. Categorized by position.	51.4	--	17.1	--	14.3	17.1	27.2	--	24.2	15.1	15.1	18.1
	c. Categorized by transformation.	17.1	--	20.0	25.7	17.1	20.0	9.1	--	21.2	45.4	9.1	15.1
6. Teaching sentence patterns.	a. Traditional patterns.	62.9	5.7	--	--	20.0	11.4	51.5	15.1	--	--	21.2	12.1
	b. Unit patterns.	28.6	2.9	--	5.7	42.9	20.0	27.2	--	21.2	15.1	12.1	24.2
	c. Transformational patterns.	60.0	--	8.6	5.7	11.4	8.6	48.4	--	18.1	15.1	3.0	15.1
7. Defining a sentence.	a. As a complete thought.	60.0	2.9	--	--	31.4	5.7	75.6	9.1	--	--	6.1	9.1
	b. As a subject and predicate.	71.4	2.9	--	2.9	14.3	8.6	60.6	6.1	9.1	3.0	3.0	18.1
	c. As basic structural unit.	57.4	--	8.6	8.6	11.4	20.0	13.1	--	24.2	27.2	12.1	24.2
	d. As basic transformational unit.	20.0	--	20.0	22.9	20.0	17.1	9.1	--	15.1	45.4	12.1	21.2
8. Modifiers.	a. Tell about other words.	65.7	8.6	2.9	--	11.4	11.4	75.6	18.1	--	--	3.0	3.0
	b. Go with other words.	11.4	2.9	2.9	5.7	54.3	20.0	27.2	--	9.1	3.0	24.2	36.3
	c. Modification structure.	60.0	--	8.6	8.6	14.3	8.6	30.3	--	18.1	27.2	9.1	15.1
9. Difference: verbs, nouns, etc.	a. Difference of meaning.	71.4	11.4	--	--	8.6	8.6	57.5	15.1	--	--	18.1	9.1
	b. Difference of function.	80.0	8.6	--	--	5.7	5.7	69.7	9.1	12.1	--	--	9.1
	c. Difference of position.	80.0	--	--	2.9	8.6	8.6	54.5	6.1	6.1	12.1	6.1	15.1
	d. Difference of formal characteristics.	57.1	--	11.4	--	14.3	17.1	15.1	--	33.3	21.2	9.1	21.2
10. Relative clauses.	a. From examples.	51.4	5.9	5.9	--	20.0	17.1	48.4	15.1	--	--	12.1	24.2
	b. From unit makeup.	37.1	2.9	11.4	2.9	22.9	22.9	36.3	--	18.1	12.1	9.1	24.2
	c. Embedded simple structures.	51.4	--	14.3	5.9	14.1	17.1	45.4	--	27.2	12.1	3.0	12.1
11. The passive	a. Examples.	14.3	5.9	5.9	--	40.0	34.3	24.2	6.1	12.1	--	24.2	33.3
	b. In terms of meaning.	71.4	2.9	--	2.9	8.6	14.3	57.5	6.1	18.1	--	12.1	6.1
	c. Unit differences.	37.1	--	11.4	8.6	14.3	28.6	18.1	--	30.3	15.1	12.1	24.2
	d. Rearrangement of active.	54.3	5.7	--	--	20.0	20.0	45.4	15.1	--	3.0	27.2	9.1

It is in this comparison that the categories C and D become important: since all of the methods proposed for each Situation concern basic terms and principles of structural and transformational grammars, it must be assumed that any respondent who is in Group L and answers D to any question must not have retained the knowledge he gained as a student, while he who answers C must have retained the knowledge (since he did not indicate D), but for some personal reason which he cannot indicate through one of the other categories, does not make use of it. Table 2 shows five Situations (1,2,3,5,7) in which Group L shows a remarkable number of D answers, all pertaining to the transformational grammar method of dealing with the Situations. In fact, Group N respondents show the same tendency in the same Situations, perhaps because in those Situations the proposals in question contain the word "transformational," or some technical term identified with transformational grammar, while the transformational methods offered in other Situations, although basic to the grammar, are stated in ordinary language. This suggests,(though it is certainly far from proving) a prejudice against transformational grammar, though not against its methods.

In Situations 1,2 and 5 there appear, among Group L responses, a large number of C responses to the suggested structural and transformational methods; in Situation 7 the same phenomenon occurs, but in regard to the transformational method. In those Situations respondents who had some knowledge of the methods involved (since they did not mark D) chose not to use them, while at the same time indicating they would like to. This Study cannot explain such responses, but it is evident that possession of knowledge about linguistics does not guarantee that it will be used.

Table 2 also shows the following patterns of response:

1. Group N found the traditional method most satisfactory in every Situation (although there was a tie in 3). Group L found it most satisfactory in five Situations plus one tie (6,7,8,9,11 plus 10), and found the structural method most satisfactory in four Situations (1,2,3,5).

2. For Group L, in those Situations where traditional grammar was most satisfactory,

transformational grammar was ranked next in three Situations, plus one tie (6,8,11 plus 10), and structural grammar ranked second in two (7,9).

3. For Group L, where the transformational method was ranked second, structural method was rejected primarily as unsatisfactory, in three cases (6,8, 10), while in the fourth case 0 responses dominated.

4. For Group L, where the structural method was ranked second over the transformational, the transformational method was rejected for no discernable reason--responses were scattered among several categories evenly.

5. In many Situations (especially 9, but also 1,2, 5,7,8, and 10) Group L members showed almost equal respect for two or more methods of handling the problem described. In Situation 9 all methods (two traditional, one structural and one transformational) were given almost equal weight as satisfactory approaches. In six Situations Group N members gave relatively equal weight to several approaches (2,3,6,7,9,10), but the number of A responses was smaller in each case than in comparable cases of Group L, and the remainder of the responses were scattered through the C, D and 0 categories.

Group L shows a strong tendency, in eight out of ten Situations, to give equal value, in significant numbers, to at least two methods of dealing with the proposed problems. Its choices are primarily informed ones, although there are large enough numbers of C and D responses to cause doubt about the "staying power" of linguistics training.

In contrast, Group N members found traditional grammar methods most satisfactory in every case. What is more significant for the purpose of this Study is, however, that Group N members were able to evaluate traditional solutions as satisfactory or unsatisfactory, but in most cases rejected the other methods not as unsatisfactory, but because they had no knowledge of them, or without reason (C and D responses). This seems to be epitomized in Situation 9, where Group L

indicated all four offered methods as satisfactory alternatives, but Group N, while supporting the two traditional methods, gave the structural method weaker support (and scattered negative responses equally among all the other categories) and rejected the transformational method, primarily without reason (C and O responses), but also out of lack of knowledge (D).

C. Roosevelt University Graduates: Groups Lr and Nr consist of Roosevelt University graduates who have taken English 260: Introduction to Linguistics, and those who have not, respectively. The Groups number ten and fourteen members, respectively. Used as special cases of Groups L and N, results of Groups Lr and Nr can be useful since the information given on Form D of the Illinois Teacher Self-Rating Scale gives the respondents' evaluation of their competence in teaching grammar, etc., which may correlate with their linguistics training, or lack of it. Table 3 shows the percentages of responses to the linguistics questionnaire for these two groups.

It should be remembered that members of these Groups, who graduated from Roosevelt between 1964 and 1967, received their preparation in English and education from essentially the same teachers. In addition, those who did take English 260 all had the same teacher, who also designed the questionnaire used in this Study. Educational Testing Service Language and Literature test scores for Group Lr averaged in the 77th percentile, and those for Group Nr in the 74th. All teach in the Chicago public high schools. The Groups differ, essentially, only in their linguistic training.

Table 3 shows a pattern of responses not remarkably different from those in Table 2. Responses in Group Lr tend to fall into the A and E categories more often than they do for Group Nr. D responses appear for Group Lr in Situations 1,2,3,5,7, as they did for Group L. Traditional grammar is the most satisfactory method in eight Situations, structural grammar in one, and there is one tie; transformational grammar is ranked second in three Situations, structural grammar in six, and there was one tie.

For Group Nr, traditional grammar was the most satisfactory method in seven cases (rather than in all cases, as with Group N), structural in one, transformational in one,

TABLE 3

Evaluations of some different approaches to specific English language teaching situations-- a comparison of the practices of Group Lr (Roosevelt University graduates with linguistics preparation) and Group Nr (Roosevelt University graduates with no linguistics preparation).

(See TABLE 1 for a full indication of each Teaching Situation and Approach).

Teaching Situation	Approach	Percentage of Response: Group Lr (10 members) A	B	C	D	E	O	Group Nr (14 members) A	B	C	D	E	O
1. Sentence makeup.	a. Traditional parts of speech.	60.0	--	--	--	40.0	--	42.8	14.3	--	--	42.8	--
	b. Classes and function words.	40.0	--	30.0	10.0	--	20.0	42,8	--	14.3	28.6	14.3	--
	c. Phrase structure rules.	--	--	20.0	40.0	20.0	20.0	--	--	35.7	49.9	14.3	--
2. Recognizing sentence units.	a. Definition by meaning.	100.0	--	--	--	--	--	57.1	14.3	--	--	28.6	--
	b. Definition by position.	60.0	--	20.0	--	--	20.0	42.8	--	14.3	28.6	14.3	--
	c. Definition by form.	60.0	--	30.0	--	--	10.0	14.3	--	42.8	28.6	14.3	--
	d. Definition by derivation.	20.0	--	--	20.0	40.0	20.0	--	--	42.8	57.1	--	--
3. Word groupings.	a. Diagrams.	20.0	20.0	--	--	20.0	40.0	42.8	14.3	14.3	--	42.8	--
	b. Immediate constituents.	80.0	--	--	--	20.0	--	57.1	--	14.3	14.3	--	14.3
	c. Phrase structure rules.	--	--	20.0	50.0	10.0	20.0	14.3	--	42.8	28.6	--	14.3
5. Sentence types.	a. Traditional categories.	60.0	20.0	--	--	20.0	--	57.1	14.3	--	--	28.6	--
	b. Categorized by position.	60.0	--	--	--	20.0	20.0	28.6	--	35.7	21.4	14.3	--
	c. Categorized by transformation.	--	--	20.0	20.0	30.0	30.0	14.3	--	35.7	42.8	7.1	--
6. Teaching sentence patterns.	a. Traditional patterns.	60.0	--	--	--	40.0	--	42.8	14.3	--	--	28.6	14.3
	b. Unit patterns.	40.0	--	--	--	50.0	10.0	42.8	--	42.8	--	14.3	--
	c. Transformational patterns.	40.0	--	--	--	40.0	20.0	57.1	--	14.3	14.3	--	14.3
7. Defining a sentence.	a. As a complete thought.	80.0	--	--	--	20.0	--	71.4	7.1	--	--	14.3	7.1
	b. As a subject and predicate.	80.0	--	--	10.0	10.0	--	71.4	--	21.4	7.1	--	--
	c. As a basic structural unit.	40.0	--	--	10.0	30.0	20.0	14.3	--	35.7	21.4	14.3	14.3
	d. As a basic transformational unit.	20.0	--	--	20.0	40.0	20.0	14.3	--	14.3	49.9	7.1	14.3
8. Modifiers,	a. Tell about other words.	80.0	--	--	--	20.0	--	71.4	21.4	--	--	7.1	--
	b. Go with other words.	--	--	--	20.0	60.0	20.0	42.8	--	14.3	--	14.3	28.6
	c. Modification structure.	40.0	--	--	10.0	30.0	20.0	14.3	--	14.3	42.8	14.3	14.3
9. Difference: verbs, nouns, etc.	a. Difference of meaning.	80.0	20.0	--	--	--	--	57.1	14.3	--	--	28.6	--
	b. Difference of function.	60.0	20.0	--	--	20.0	--	71.4	--	28.6	--	--	--
	c. Difference of position.	60.0	--	--	10.0	30.0	--	57.1	--	7.1	21.4	14.3	--
	d. Difference of form.	50.0	--	10.0	--	20.0	20.0	14.3	--	42.8	28.6	--	14.3
10. Relative clauses.	a. From examples.	50.0	--	20.0	--	20.0	10.0	42.8	7.1	--	--	28.6	21.4
	b. From unit makeup.	20.0	--	30.0	--	40.0	10.0	35.7	--	28.6	7.1	21.4	7.1
	c. Embedded simple structures.	40.0	--	20.0	--	20.0	20.0	42.8	--	28.6	14.3	--	14.3
11. The passive.	a. Examples.	20.0	--	20.0	--	20.0	40.0	28.6	--	28.6	--	14.3	28.6
	b. In terms of meaning.	80.0	--	--	--	20.0	--	42.8	--	28.6	--	28.6	--
	c. Unit differences.	20.0	--	10.0	--	30.0	40.0	14.3	--	49.9	7.1	14.3	14.3
	d. Rearrangement of active.	60.0	--	--	--	20.0	20.0	28.6	14.3	--	--	57.1	--

and there was one tie between traditional and transformational grammars. In the eight cases where traditional grammar was the preferred method, structural method was ranked second in five cases, transformational in two, and there was one tie. In the cases where structural grammar was preferred over transformational as the second preference, the latter was rejected almost exclusively by C and D responses; where the transformational was preferred over the structural, in one case the rejecting responses were scattered, and in the other they were emphatically B.

Although this is a small sample, it seems that the responses confirm those in the previous analysis. More interesting are the responses to the Illinois Teacher Self-Rating Scale. Form D of this Scale asks the teacher to evaluate his knowledge of English, and his knowledge and skill in teaching English, using an ordinal scale calibrated as follows:

> 1 - Superior--Clearly outstanding.
>
> 2 - Good--Clearly above average.
>
> 3 - Average--Do fairly well. No signs of serious weakness ...
>
> 4 - Minimal--less than average. Am barely able to meet qualifications.
>
> 5 - Subminimal--Very inadequate. Little or no knowledge or skill in English and the teaching of English.

Of the 35 criteria on the Rating Scale only 8 seemed to be relevant to this Study. Of those, criteria 8 through 11 are most relevant, since they deal directly with language, but the questions concerning the teaching of composition also secondarily contain questions about language, as does the last question about ways of teaching. Table 4 reports the mean of the self-evaluation for Group Lr and Nr, based on 10 and 6 returned Rating Scale questionnaires, respectively.

The evaluations of Group Lr, in every case, are higher than those of Nr. The two Groups diverge most sharply

TABLE 4

Means of Self-evaluation on the Illinois
Teacher Self-rating Scale, for Groups Lr and Nr

Group Lr: Roosevelt University graduates with linguistics preparation (10 replies).
Group Nr: Roosevelt University graduates with no linguistics preparation (6 replies).

(NOTE: on this Scale, 1 equals "Superior," and 5 equals "Subminimal.")

Area being evaluated	Mean Evaluation	
	Group Lr	Group Nr
Knowledge of how language functions, including knowledge of semantics.	2.20	2.33
Knowledge of at least two systems of grammar	2.40	4.00
Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both.	2.20	3.00
Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological and syntactic changes.	3.20	4.30
Ability to recognize such characteristics of good writing as, substantial and relevant content; organization; clarity; appropriateness of tone; accuracy in mechanics and usage	1.60	2.00
Perception of the complexities of composition.	1.80	2.67
Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively.	1.40	2.33
Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students....	2.20	2.33

at question 9, which asks about systems of grammar, but the consistent higher self-evaluations of Group Lr may be just as relevant, since these Groups differ significantly as groups only in the matter of linguistics preparation. It should be remembered also that the graduates who had taken the linguistics course were questioned at the end of their first year of teaching experience, when self-confidence is not usually at its highest, while those who had not taken the course (those graduates of the years 1964 and 1965) were questioned after four years and two years of teaching experience, respectively, when feelings of competence should have been higher than for a "freshman" teacher.

V. CONCLUSIONS

Those teachers who have had linguistics training do not, in every teaching Situation used in the Study, indicate they use all three grammars in their teaching. In fact, they seem to prefer traditional grammar only slightly less often than the teachers who have not been formally introduced to structural and transformational grammars. But unless one views these new grammars as the "only way," this will not be seen as a fault. What is most significant is that those teachers who have had preparation in linguistics make more informed choices in evaluating the usefulness of any of the grammars in dealing with a particular problem. Even where the new grammars are rejected by the teachers with linguistics training they tend to be rejected as "unsatisfactory," while the teachers without such training are limited by their lack of information: the knowledge gained in linguistics training does make a difference in the teaching practices of Group L, and the lack of it does hamper Group N.

It is not clear how much of what they learned in their linguistics courses has stayed with these teachers (Group L), any more than it is clear how much of the traditional grammar they learned they have retained: the instruments at hand simply do not allow us to gain that sort of information. Apparently the teachers feel though, that enough has been retained for them to base their decisions on. There are a surprising number of D responses made by those in Group L to questions about the new grammars, which seems to indicate large amounts of knowledge (even terminology) have not been retained. This is especially

surprising when found among Group Lr responses, since that Group had the instructor who designed the questionnaire used. The reasons for this apparent loss of information are also outside the province of the Study.

The elevated self-evaluations of members of Group Lr over members of Group Nr, though constituting a small sample, suggest that teachers with knowledge of linguistics, and of the new grammars, do feel more competent to deal with problems of grammar, and of composition, and of teaching English in general, than do teachers without such knowledge. The fact that these responses were made by persons similar in education, geographic location, teaching experience, etc., in some part compensates for the small sample received. It is unfortunate that the comparable evaluations of the chairmen and administrators supervising these teachers were insufficient in number to give any confirmation or denial of their feelings of competence. That part of the hypothesis must be considered not proven.

The greatest significance of the Study as a whole seems to lie in the consistently higher feeling of competence exhibited by those Roosevelt University graduates who had taken a course in linguistics as undergraduates. The correlation between their having taken the course, their ability to make more informed choices in evaluating various approaches to a language teaching problem, and their feeling of competence emphasized the value to a teacher of being familiar with several grammars--several alternate ways of dissecting and explaining the workings of language. Furthermore, this feeling of competence extends beyond the area of grammar to the teaching of writing, and to the teaching of the English language in all its aspects.